1. Executive Summary

Main activities in 2011-12:

**Tutorial Service**
- **Orientation**: Coordination of the UG Orientation Week programme, up-dating of the Orientation website and management of orientation@tcd.ie e-mail, delivery of General Orientation meetings, allocation of tutors to new entrant, roll-out of S2S mentoring programme.
- **Contacts with students**: Approximately 250 cases dealt with by ST, 75 requests for change of tutor, 225 applicants for Financial Assistance (all first-time applicants were interviewed), numerous other informal contacts with students
- **Tutor recruitment, training and support**: 139 tutors in total including 20 new appointments. 9 Postgraduate Student Advisors including 3 new appointees. Delivery of Induction Course for new tutors (4 half-days) and 13 tutor workshops.
- **Proposed changes to the Tutorial Service**: the issue of the payment of the tutor salary continued to cast a shadow over the Tutorial Service. On-going consultations with HR with a view to convincing Department of Education of the value-for-money of the service. Major issue still not satisfactorily resolved.
- **UG Appeals**: 6 meetings took place during 2011-12, 36 cases heard.
- **PG Appeals**: 2 meetings, 2 cases
- **Financial Assistance**: increased income (+27%, due in great part to exceptional increase in ESF funding (+ 67%)) and increase in student numbers from 190 to 225 (+ 18.5% ).

**Postgraduate Advisory Service**
- 294 contacts (+ 124%)
- Funding secure only until end of September 2013.
- The 9 advisors (3 per Faculty) continued to provide very valuable service.
- 2 Appeals taken to Academic Appeals for Graduate Students.

8 student deaths
Financial Situation
STO: the under-spent of previous years has been greatly reduced but, as a result, current financial support to S2S, PAL and PAS is not sustainable beyond 2011-12. Further cuts would leave the service vulnerable and the provision of training might need to be reduced.

Plans for 2012/13
- Secure rewards for tutors.
- With the support of Provost, Vice-Provost and Senior Lecturer, demonstrate the value College attaches to the Tutorial Service.
- Reduce full-chamber average size to 80 (from 97).
- Continue improvements to tutor training.
- Improve Orientation programme in conjunction with Dean of Students.
- Improve tutor allocation via SITS to avoid recurrence of problems encountered at the beginning of 12-13.
- Suggest further improvements to student records in SITS.
- Secure funding for continuation of Postgraduate Advisory Service beyond end of September 2013.

Major risks:
- Not being able to recruit enough tutors and advisors due to current uncertainties regarding payment of tutor/advisor salary and status of both services.
- Difficulties with on-line registration and delivery of Orientation information.
- Allocation of tutors not running smoothly for a second year.
- Being unable to support the increased number of students requiring financial assistance due to insufficient resources.
2. Review of the Year (activities, any associated metrics/evaluation etc)

Orientation
The Senior Tutor’s Office co-ordinated Orientation Week that runs concurrently with Freshers’ Week, in the context of which it organised nine General Orientation Meetings, liaised with Genesis/SITS, Admissions, Student Records, the Library, Sports Centre and the Schools and Course offices to produce a clash-free Orientation time-table.

The Senior Tutor’s Office also contributed to the content of the Orientation Information. Until Orientation 2011, this was provided in Orientation Booklets sent to all new entrants by the Admissions Office. As it was decided to move to on-line registration for all new entrants in 2012-13, it was decided that all orientation information would from now on be delivered on-line. Originally, it was thought this may be done through the new my.tcd.ie portal. Once it became clear that this was not achievable, it was decided that all orientation information for all cohorts of students would be delivered via a re-vamped Orientation Web-site. In addition to the usual liaising with a number of College offices to produce user-friendly content, (course-by-course Orientation time-tables and checklists), it was necessary to work with the Admissions Office, the Web-Office, the Global Relations Office and the Graduate Studies Office to ensure that the website would be user-friendly and ready to go live by mid-August. (See http://www.tcd.ie/orientation/) The Senior Tutor’s office continue to answer all queries to the Orientation@tcd.ie e-mail address.

In conjunction with S2S, plans were made to roll out the peer mentoring programme to nearly all new full-time new entrants. Further details are available in Student Counselling Annual Report.

During Orientation Week, the STO runs an Information Centre in the Arts Building and organises a series of Lunch Time Talks for new entrants. In 2011-12, the topics were: The Successful Student (Student Learning Development and S2S), Thriving at College (SU Welfare Officer), Student Budgeting (The Financial Regulator) and Stress Busting (Sports Centre).

Tutor Allocation to incoming students
Since the summer of 2010, the Senior Tutor’s Office runs the tutor allocation process, having taken over from the Admissions Office. The STO allocated tutors to all students admitted, from the CAO 1st round onwards. There were some technical issues to be addressed but the process ran somewhat more smoothly than in 2010-11. The main continuing issue remained the flow of information: The STO can only allocate tutors to students if and when it receives the relevant information about new entrants (name, course, address) from Admissions. The very short turn-around time between students accepting offers and Fresher’s week makes it difficult to ensure that students get the information on time, in particular if their home address is abroad.

During the 2011-12 academic year, it was announced that the new Student Information System (SITS) would be rolled out during the year and that from now on
the allocation of tutors to new entrants would be done through SITS. As the system would only be set-up and tested during the summer, the decision was made that for the first year, this process would be conducted by the GeneSis Office, based on information provided by the Senior Tutor’s Office. In later years, the allocation will be done by the Admissions Office, although we anticipate difficulties with this as it coincides with a very busy time for Admissions, unless more resources are allocated to Admissions.

Unfortunately, due to SITS technical difficulties, the majority of incoming students were not notified of who their tutor was in time for Freshers’ Week 2012.

Contacts with UG students
During 2011-12, the Senior Tutor personally dealt with 242 individual student cases, either face-to-face, via e-mail, telephone or through tutors, schools, departments or the Senior Lecturer’s office.

75 students requested a change of tutor through the Senior Tutor’s Office (against 186 the previous year).

225 students applied to the Senior Tutor’s office for Financial Assistance and all first-time applicants were interviewed.

In addition, there were many more occasional enquiries or requests for information, from students, either via e-mail or in person.

The Student Parent Group, a support group for students who are parents, is supported by the Student Support Officers (PG and UG). The group met every Wednesday lunchtime during term time. As the take-up is not great, this service will be reviewed for future years.

During the academic year 2011-12, cases sent to the Senior Lecturer’s Office were dealt with more quickly and an acknowledgement e-mail is now sent as a matter of course.

Tutors
The College tutors are at the core of the Tutorial Service. In 2011-12 there were 139 tutors. 14 tutors resigned prior to the beginning of the 2011-12 academic year, 5 requested a reduction to a half-chamber and 20 new tutors were appointed, some with half-chambers. At the end of 2011-12, 14 tutors resigned or retired from College and 3 requested a reduction to a half-chamber.

According to the Statutes, tutors are appointed for a 5-year period but this had not been implemented for a number of years. The process was started in 2010-11 and completed during 2011-12: 41 were re-appointed for a 5-year term. The back-log of long-standing tutors needing to be reappointed has now been cleared.
Recruiting tutors has proved difficult in some areas in College, due to the profile of staff and the negative impact of the issue of remuneration. It is normally expected that tutors have been in College for 3 years before they can be appointed. If there are several new appointments in an area, often on short-term contracts, the pool of suitable members of staff can be quite small. In addition, the multiplication of posts of responsibilities in Schools (Directors of teaching and learning, directors of research, PG course directors) means that many members of academic staff feel they are stretched to the limit and that they are already contributing enough to the life of College. There is also a feeling that the job of tutor is becoming more onerous and that it is likely to have a negative impact on people’s research and that it will therefore be detrimental to their academic career. The average size of chambers has increased gradually and stands at 97 for a full chamber and 48 for a half one.

**Proposed changes to the Tutorial Service**

The continuing issue of the removal of the tutor’s salary continued to affect the Tutorial Service during 2011-12 and has had an impact on the retention and the recruitment of tutors. There have been continued discussions between TCD HR and the Department of Education to address this issue.

The major concern is that there are now two categories of tutors: those who started before September 2011 are being paid whilst those appointed since are not. This inequity is not viable in the long term.

**Tutor Training**

- **Induction Course for New Tutors**
  The duration of the induction course for new tutors was increased to four half-days. The course took place on 13th, 14th, 15th and 16th September 2011. The Senior Tutor, the Student Support Officer, a representative from the Fees Office and a Student Counsellor delivered the training.

- **Workshops**
  Tutors are invited to attend 2 lunch-time workshops each in February and March. 6 workshops on fees issues were delivered by the fees office and 7 (Case Studies on appeals) were delivered by the Senior Tutor in 2011-12. In order to improve attendance, workshops were delivered at various times (8 till 9, lunchtime, early evening). There was nonetheless a slight decline in the rate of attendance compared with the previous year. 58 tutors out of 137 attended both workshops. 30 attended one and 49 attended none (it should be noted that this figure includes tutors on sick leave, maternity leave or sabbatical). In 2010-11, 110 tutors had attended at least one workshop.

In addition to the above programme, in April, an additional workshop on Bereavement and Loss was delivered by a member of staff in Anatomy to 8 tutors who have tutees
studying anatomy so that they can better support those of their students who may be affected by their engagement with dissection.

**Tutors Meetings**

Ordinary Tutors Meetings take place once per semester and present an opportunity for presentations to the tutors and discussions. The first meeting took place on 29th November 2011. The main item for discussion was the remuneration of tutors. The second meeting took place on 8th March and was addressed by the Senior Lecturer. There was a further discussion on the remuneration of tutors.

**Appeals**

The College Academic Appeals Committee met on 27th, 28th, 29th and 30th of September and 6th October 2011 to hear a total of 30 cases relating to the 2010-11 academic year (18 were granted). Cases relating to the 2011-12 academic year were heard on 27th June 2012 (6) as well as in September/October 2012 (24). 21 appeals were granted.

<table>
<thead>
<tr>
<th></th>
<th>TSM</th>
<th>AHSS</th>
<th>EMS</th>
<th>Health Sciences</th>
<th>Nursing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>September-Oct</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>October 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>June 11</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>September-Oct</td>
<td>2</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>October 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 12</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>September-Oct</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>14</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>October 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The timing of Academic Appeals during the first teaching week of the semester remains a problem. The turn-around time between Courts of First Appeals and Academic Appeals is very tight. Advising tutors, organising meetings, collating and circulating the documentation all add to the workload of the STO staff at a very busy time of year. The Senior Lecturer’s Office, who needs to approve all decisions from Courts of First Appeals is also under pressure at this time of year, resulting in some tutors being informed of outcomes after the relevant Academic Appeals Committee meeting having taken place. It is difficult for Committee members to cancel classes during the first teaching week. In addition, students and academic areas have very little notice of Special Examinations that are traditionally scheduled for the 3rd week of MT.

**Financial Assistance**

The Senior Tutor’s office, in conjunction with the Financial Assistance Committee, is responsible for implementing the College Financial Assistance programme and the Sports Centre Fee Waiver scheme. This involves a considerable amount of work on
the part of the Student Support Officer who interviews all new applicants. It should also be noted that the reporting obligations to the HEA on the ESF Student Assistance Fund are very onerous. All students granted financial assistance receive a sports centre charge waiver.

The number of awards in the academic year (2011-12) was as follows:

<table>
<thead>
<tr>
<th>Fund</th>
<th>Total Amount 2011-12</th>
<th>Total Amount 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefactions</td>
<td>€50,355</td>
<td>€61,155</td>
</tr>
<tr>
<td>Hardship Fund</td>
<td>€64,840</td>
<td>€50,137</td>
</tr>
<tr>
<td>ESF Funding</td>
<td>€112,475</td>
<td>€67,340</td>
</tr>
<tr>
<td>Total Financial Assistance</td>
<td>€227,670</td>
<td>€178,632</td>
</tr>
<tr>
<td>Total Numbers</td>
<td>225</td>
<td>190</td>
</tr>
</tbody>
</table>

The amount assigned to the Senior Tutor’s ESF Student Assistance fund increased as an additional allocation was made by the HEA to compensate the impact of changes to the Third Level Grant system (the required travelling distance for the payment of the non-adjacent rate of maintenance was increased). The total number of students helped increased from 164 in 2009-10 to 190 in 2010-11 and 225 in 2011-12.

The following provides further information on the 225 students who received awards.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>JF</th>
<th>SF</th>
<th>JS</th>
<th>SS</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>Total</td>
<td>190</td>
<td>51</td>
<td>139</td>
<td>33</td>
<td>45</td>
<td>43</td>
<td>67</td>
</tr>
<tr>
<td>2011-12</td>
<td>Benefactions</td>
<td>76</td>
<td>38</td>
<td>13</td>
<td>33</td>
<td>45</td>
<td>43</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>ESF</td>
<td>96</td>
<td>30</td>
<td>66</td>
<td>21</td>
<td>22</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Hardship</td>
<td>86</td>
<td>39</td>
<td>47</td>
<td>23</td>
<td>25</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>258*</td>
<td>107</td>
<td>151</td>
<td>64</td>
<td>72</td>
<td>65</td>
<td>55</td>
</tr>
</tbody>
</table>

*Higher total as some students receive funding from more than one source and are therefore counted more than once in this set of data.

The Senior Tutor’s Office also administers the Trinity Trust Field Trips grants that are generously funded by the Trinity Trust. In 2011-12, €12,625 were allocated as follows:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>JF</th>
<th>SF</th>
<th>JS</th>
<th>SS</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>16</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Postgraduate Advisory Service

The Postgraduate Advisory Service provides help and support to postgraduate students. Initial contact is with the Postgraduate Student Support Officer. Depending on the nature of the query, some cases are then passed on to one of the 9 faculty-based Postgraduate Student Advisors.

It should be noted that most postgraduate student cases are complex and usually require a more sustained intervention from the Student Support Officer or the Advisor over a longer period of time than most UG cases.

Following retirements and resignations, 3 new advisors were appointed for 2011-2012. The issue regarding the remuneration of tutors applies to PG advisors. Here again, there are two classes of advisors, some paid, some not.

The current Postgraduate Student Officer, Gillian Roddie was appointed in October 2011, on a one-year contract until end of September 2012. Following receipt of funding for the academic year 2012-13 (€75,000), the continuation of the service could be guaranteed for 2012-13 and the contract was extended for one year and will run until 30th September 2013. It is worth noting that the funding received is sufficient only because 4 of the Postgraduate Advisors are unpaid (one because they are a professor, 3 because of the new rules regarding allowances imposed by the Department of Education). At this stage, there is no guarantee of further funding.

In the academic year 2011/2012 a total of 294 students contacted the Postgraduate Advisory Service (131 in 2010-11). Of those students, 196 were ‘casual enquiries’; that is the query was resolved in-person (drop-ins), by email or phone in 1-2 communications.

Ninety seven cases were cases which involved investigation and 2 or more meetings and/or communications with the student. A breakdown of these cases can be found below.

![Fig. 1. Nationality status of PAS cases.](#)

![Fig. 2. Gender breakdown of PAS cases.](#)
Throughout the year the PAS held a number of workshops on the Student –Supervisor Relationship. The seminar centres on building a strong working relationship between student and supervisor, with a focus on the role of the student and how the student recognises and fulfils their own responsibilities while getting the most from their supervisor in a mentor role.

**PG Appeals**

One case was taken to the Postgraduate Appeal Committee for Research Students (granted) and one to the Postgraduate Appeal Committee for Taught students (rejected).

**Student Deaths**

The Student Death protocol was reviewed and updated. Between 1st October 2011 and 30th September 2012, there were 8 student deaths (7 undergraduates, one postgraduate). The Senior Tutor’s office rolled out the protocol,
liaised with the student’s departments and the Senior Tutor (or the Acting Senior Tutor) attended the funerals except in two cases, when College did not receive the information until after the funerals.

3. Financial Performance

Senior Tutor’s Office

The allocation for the 2011-12 academic year was as follows:

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>€13,113</td>
<td>€13,113</td>
</tr>
<tr>
<td>Nursing Degree Distribution</td>
<td>€38,039 (- 6.2 %)</td>
<td>€40,569 (- 4.5% compared with 09/10)</td>
</tr>
<tr>
<td>Under/(Over) spending from previous year</td>
<td>€45,455</td>
<td>€109,443 from 09-10</td>
</tr>
<tr>
<td>Postgraduate Advisory allocation for both 10-11 &amp; 11-12</td>
<td>€131,250</td>
<td>No monies received in 10-11</td>
</tr>
<tr>
<td>Total</td>
<td>€227,857</td>
<td>€163,125</td>
</tr>
<tr>
<td>Actual spending</td>
<td>€150,454*</td>
<td>€117,670</td>
</tr>
<tr>
<td>Balance remaining</td>
<td>€77,403</td>
<td>€45,455</td>
</tr>
</tbody>
</table>

*Includes transfer of €131,250 to PAS

The balance remaining at end of year was earmarked for:

- pay costs for maternity cover for the Student Support Officer during 12-13
- transfer to S2S to cover salary cost of a research assistant for 12 months
- a contribution to the Peer Assisted Learning programme run by the School of Languages, Literature and Cultural Studies.

Postgraduate Advisory Service

For 10-11, the expected College allocation to PAS was €75,000. In fact it was not paid to the Senior Tutor’s Office until January 2012. In addition, as the decision to support PAS was only made by the Executive Officers in December, the amount was reduced by the Treasurer’s Office to €56,250, ie 9 month pro-rata. The full amount of €75,000 was allocated for 2011-12.

It was only possible to balance the books because 4 of the Advisers were unpaid during 11-12: one because of their professorial status, 3 because of the Department of Education’s decision that no allowance could be paid to new appointees from September 2011.

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deficit carried over from</td>
<td>€31,261</td>
</tr>
</tbody>
</table>
10-11
College Allocation €131,250 (covering both 10-11 and 11-12)
Other income €167
Total expenditure – non-pay €373
Total expenditure – Pay €60,258
Total expenditure €60,631
Contribution from STO non-pay
Balance available €39,525

4. Plans for 2012/13

Securing support for tutors
The Department of Education has informed College in October 2012 that no allowances could be paid after August 2013. The Senior Tutor will continue to work with the relevant College Officers and the HR Director to ensure that a suitable support system for tutors is put in place.

Chamber Size
To ensure that the quality of the tutorial service delivered to students does not decline it is vital to reduce the average size of a full chamber to 80 students over the next two years. This will require the recruitment of 25 new tutors (in addition to the number needed to replace tutors who will resign or retire.)

Promoting Tutorship
It has proved more difficult to recruit tutors for a variety of reasons, as explained above. As more tutors will be needed (see previous point) it will be important to raise the profile of tutorship. This will require the support and active involvement of the Provost, the Vice-Provost, the Senior Lecturer, the Deans and the Heads of School.

Orientation
This is currently under review and the Senior Tutor will liaise closely with the Dean of Students who is conducting a review and will soon make proposals to Executive Officers and to Board.

Rolling out the S2S mentoring programme to all JF new entrants.

Tutor Allocation
This continues to be a problem area and it proved impossible to allocate tutors to new entrants before the end of October. The Senior Tutor will continue to liaise with GeneSis, SITS and Admissions to ensure similar problems do not occur in September 2013.
**Finances**
If the current trend of reducing budgets continues, the Senior Tutor’s Office will no longer be in a position to support S2S and the Peer Learning Programme. Both activities are nonetheless seen as crucial in the context of the current proposals for a revamped orientation programme.

**Financial Assistance**
Monitor the increase in the number of students requiring financial assistance and the evolution of resources. Lobby for additional resources where appropriate.

**PAS**
The future of PAS needs to be secured. Talks with the Dean of Graduate Studies, the Vice-Provost and the Planning Group will continue to secure the future of PAS.

5. **Risks**
The major risks are that:
- not enough academics want to take on tutor/advisor role and a significant number of tutors resign once the tutors’ salary payment stops in August 2013.
- Continued problems with SITS make it impossible again to assign tutors in time for Freshers’ Week, thus undermining the value of the Tutorial Service
- STO staff or an individual tutor/advisor give wrong or inaccurate advice
- STO staff or an individual tutor/advisor is sued by a student
- a tutor/advisor or the Senior Tutor are not immediately available to a student in crisis
- STO staff or an individual tutor/advisor is harmed by a violent student
- there is not sufficient administrative help in the STO/PAS offices to run services efficiently
- the college might cease to fund the tutorial/PAS services
- there are not sufficient funds to support all applicants eligible for Financial Assistance
- the tutorial/PAS services will be unable to cope with a major incident
## Tutorial Service Risk Register

### Objectives:
- Tutors aim to provide support and advice for individual students
- To run the tutorial service for the College community
- To organise the Orientation Week for Freshers
- To run the College financial assistance programme
- To co-ordinate other services and activities for College
- To attend and provide input into a number of College committees

### Description of Risk | Likelihood | Impact | Rank | Control | Action | Follow-up
---|---|---|---|---|---|---
Risk that not enough academics want to take on tutor role | 2 | 8 | 16 | Provide a good service to current tutors/advisors Develop a sense of community Actively seek more tutors/advisors | Wine and cheese gathering for tutors Look at promotion and tutorship[ Look at role of tutors/advisors – decrease teaching | Proposal almost finalised
Risk that tutors resign following ending of payment of tutor salary | 5 | 8 | 40 | Ensure that alternative is put in place & consult with tutors. | Put in place a suitable alternative |
<table>
<thead>
<tr>
<th>Description of Risk</th>
<th>Likelihood</th>
<th>Impact</th>
<th>Rank</th>
<th>Control</th>
<th>Action</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk that Continued problems with SITS make it impossible again to assign tutors in time for Freshers' Week, thus undermining the value of the Tutorial Service</td>
<td>5</td>
<td>8</td>
<td>40</td>
<td>Ask SITS to run pilot during summer</td>
<td>Liaise with SITS and Genesis</td>
<td></td>
</tr>
<tr>
<td>Risk that people in the STO or an individual tutor give wrong or inaccurate advice</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>Provide good tutor/advisor training Workshops Handbook Website</td>
<td>Develop handbook and website</td>
<td></td>
</tr>
<tr>
<td>Risk that people in the STO or an individual tutor is sued by a student</td>
<td>.5</td>
<td>10</td>
<td>5</td>
<td>Provide good tutor/advisor training Workshops Handbook Website</td>
<td>Develop handbook and website</td>
<td></td>
</tr>
<tr>
<td>Risk that a tutor or the Senior Tutor is not available to a student who is in crisis</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>Notice on tutor doors what to do Advice on Website</td>
<td>Message to all tutors</td>
<td></td>
</tr>
<tr>
<td>Risk that people in the STO or an individual tutor is harmed by a violent student</td>
<td>.1</td>
<td>10</td>
<td>1</td>
<td>Be aware of situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk</td>
<td>Probability</td>
<td>Likelihood</td>
<td>Impact</td>
<td></td>
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<td>----------------------------------------------------------------------</td>
<td>-------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk that there is not sufficient administrative help in the STO office to run service efficiently</td>
<td>3</td>
<td>7</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk that the college might cease to fund the tutorial service</td>
<td>.01</td>
<td>10</td>
<td>.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk that there are not sufficient funds to support all applicants eligible for Financial Assistance</td>
<td>5</td>
<td>8</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk that the tutorial service will be unable to cope with a major incident</td>
<td>.001 (prob. of major incident – probably much too big)</td>
<td>10</td>
<td>.01</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keep promoting and developing service, making sure people know how important it is.